



Jean Baptiste Beaubien Elementary School / Plan summary

## 2018-2020 plan summary

### Team

Name	Role	Email	Access
Michelle Ludford	Principal	mhludford@cps.edu	Has access
Nick Kotis	Assistant Principal	nckotis@cps.edu	Has access
Kim Sineni	Options/Gifted Coordinator and PPLC Member	Ktsineni@cps.edu	Has access
Alma Ocampo-Nunez	ELL Coordinator/Bilingual teacher	alocampo@cps.edu	No Access
Kim Beschorner	Case Manager	kabeschorner@cps.edu	No Access
Debbie Solka	7th/8th grade lead	dlsolka@cps.edu	No Access
Carla Martinski	5th/6th grade lead	cvdelacotera@cps.edu	No Access
Erica Loftus	4th grade lead	emloftus@cps.edu	No Access
Hope Blegen	2nd grade lead	hrblegen@cps.edu	No Access
Angela Slaiwa	1st grade team lead	alslaiwa@cps.edu	No Access
Mary Beth Steigerwald	MTSS Lead	msteigerwal@cps.edu	No Access
Ari Cosey	Counselor	acosey4@cps.edu	No Access

Jenny Conlon

LSC Parent Member

dots731@gmail.com

No Access

## Team meetings

Date	Participants	Topic
01/16/2018	ILT	Overview of CIWP Process and Action Item to review Mission and Vision Statements
01/30/2018	ILT	Review of timeline and SEF process
02/07/2018	Grade Level and Content Team meetings	SEF analysis
02/08/2018	Grade Level and Content Team meetings	SEF analysis
02/13/2018	ILT	Review of evidence for SEF
02/20/2018	ILT	SEF rating based on evidence. Discussion of priorities based on SEF rating
02/27/2018	ILT	School priorities established
02/13/2018	LSC	LSC meeting. Review of CIWP process and invitation for members to attend all meetings.
03/13/2018	ILT	Strategies and Action Items
03/19/2018	Grade Level and Content Team meetings	Strategies and Action items
03/27/2018	Ludford, Sineni, & Solka	Review of grade level and content team input.
04/03/2018	Ludford, Sineni & Solka	Review of grade level and content team input.
04/17/2018	ILT	Review of final draft of Strategies and Action Items
04/23/2018	Grade Level and Content Team meetings	ILT members share CIWP with teams.

## School Excellence Framework

**Leadership & Collective Responsibility:**

Score

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

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- Clear vision of high expectations for our students, which are driven by our school mission.
- Several layers of teams to ensure that all students are successful. Ex. Grade Level Teams, Instructional Leadership Team (ILT), Multi Tiered Systems of Support (MTSS) Committee, Diverse Learner Committee, Bilingual Committee as well as core content committees.
- Shared responsibility through Instructional Leadership Team.
- Strong leadership based on the 5 Essentials results.
- Continuous emphasis on professional growth for all and progress monitoring to ensure implementation of initiatives.
- Use of the CPS REACH Framework for teaching to ensure best practices and empower teachers through reflective conversations.

**Guide for Leadership & Collective Responsibility**

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

**Evidence, Measures, and Standards**

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials)</li> <li>✓ Five Essentials – Program Coherence</li> </ul>
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

**Instructional Leadership Team:**

Score

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

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- The ILT is comprised of teacher leaders from all facets of Beaubien School giving voice to all grade levels, departments, etc.
- The biweekly ILT meetings are shared on the Google Calendar and there are detailed agendas and minutes.
- Artifacts are shared with all staff members through Google Drive.
- ILT members report to grade levels and/or departments to elicit input, apprise staff and follow-up on all action items.
- The ILT investigates and analyzes data presented in the 5 Essentials Survey to create an action plan for supporting our students.
- The ILT spearheads the work of increasing learning by examining curriculum and identifying best practices as related to school wide goals.
- The ILT's work leads to the development and presentation of meaningful professional development to build consensus and support teachers/staff.
- The ILT analyzes various formal/informal assessments, student improvement/ progress, and differentiated instruction in all grade levels and content areas to support students and staff.

## Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Evaluation of MTSS</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Instructional Leadership Team Planning Tools</a></li> <li>✓ <a href="#">PLC and Mentoring Coaching Resources</a></li> </ul>

## Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

## Score

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- Teachers attend Network Summits emphasizing implementation of Next Generation Science Standards (NGSS) focusing on National Research Council's (NRC) Three Dimensional Learning: Practices, Crosscutting Concepts, and Disciplinary Core Ideas. Attending teachers provide in house workshops to staff.
- Teachers attend Our Place in Space (OPiS) training at Museum of Science and Industry gaining hands-on experience in implementation of NGSS and Three Dimensional Learning.
- After school training for Promethean Boards (beginning, intermediate, advanced) with follow-up scheduled staff led morning drop in sessions to share effective uses in classroom.
- K-5 teachers will attend math training.
- Weekly team meetings where professional learning needs are addressed and communicated to administration.
- Peer observation among teachers supports sharing of new strategies and their implementation.
- Teachers attend professional development from various sources (Quest Center, Universities, Chicago Humanities Festival, private organizations) to enrich professional learning.
- Several teachers have achieved or are pursuing master degrees, National Board Certification and a variety of endorsements (Middle School, Gifted, EL).
- Teams analyze MAP data as well as formative and summative assessments to share strategies and close learning gaps.
- Administration and staff share available resources and opportunities with each other.
- Administration supports professional development and makes it convenient to attend by allowing building to be used after hours for cohorts, meetings, and district PLPs.
- CPS staff from other schools are invited to attend trainings to improve collaboration amongst schools.
- Teachers co-teach in order for students and teachers to benefit from others' areas of expertise.
- Common lunch and prep time is built into the weekly schedule to allow time to meet and collaborate.
- Middle School teachers, Administrators, School Counselor and Specialist staff were trained in Creating Safe Schools For LGBTQ as well as all students.
- School counselor participates in the Chicago Equity and Access Advisory Credential (CEAAC) PLC.
- School counselor serves on the Master Counselor/Coach Advisory Council.
- School counselor and Assistant Principal participate in Network 1 SEL-Lead monthly meetings.
- Administration partners new teachers with experienced teachers for ongoing mentoring and support.

## Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	8.2. Observes and Evaluates Staff and Gives Feedback to Staff 8.6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

### Score

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- School day is aligned to CPS Instructional Time Guidelines to maximize instructional minutes.
- Teachers develop and receive funding for additional resources to supplement and enrich the curriculum through community outreach, Donors Choose, the James Dyson Foundation, and the Donner Foundation.
- School schedules are designed to ensure DL minutes are being met and ELL students are given the maximum number of periods for support.
- Additional funding is prioritized to make our Bilingual Coordinator a full time position as well as a pull-out Spanish Bilingual teacher.
- New staff hires go through a rigorous interview process with a team of individuals to ensure high quality candidates are chosen for hire.
- High quality teachers are active at all grade levels and throughout all programs.
- Staff strengths are identified and cultivated resulting in the greatest benefit for the school community.
- The reading series has been aligned to CCSS.
- \*K-5 math curriculum is being analyzed and one will be chosen to ensure a rigorous researched based program that aligns with CCSS.
- Grades 6-8 have chosen a rigorous science program closely aligned to the Next Generation Science Standards (NGSS) as well as global issues and real-world problem solving.
- CPS Content Framework Companions have been reviewed and implemented at all grade levels.
- Bilingual materials have been purchased and are available in many areas.
- Diverse learners have instructional-leveled readers and other materials to best support their engagement with the general education curriculum.
- Diverse learners have a textile math program.
- Dedicated MTSS teacher to support at risk general education students using evidence based strategies to gather data.
- Dedicated PTO that helps raise funds to support the learning environment as well as to improve the physical plant.
- Chicago Foundation for Education grants obtained by teachers for classroom projects.
- Librarian works in partnership with Chicago Public Library to get library cards for all students.
- Collaboration with neighboring universities to train future educators and graduate clinicians.
- Rainbow Animal Assisted Therapy regularly visits with diverse learners to provide social-emotional support, improve health and activities of daily living as well as quality of life.

### Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
  - Use CPS Instructional Time Guidelines to maximize instructional time.
  - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.

- Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
Measures	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CWP
	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a>	
✓ <a href="#">Instructional Supports</a>	
✓ <a href="#">Strategic Source Vendor List</a>	
✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a>	
✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a>	
✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a>	
✓ <a href="#">CPS Instructional Block Toolkits: Math</a>	

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Score

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- Teachers are implementing Fountas & Pinnell Benchmark Assessment Systems to identify the instructional and independent reading levels of all students and document student progress through one-on-one formative and summative assessments.
- Students are provided enrichment opportunities that enhance their classroom learning experiences including, but not limited to, live stream theater performances.
- Teachers have been involved in analyzing various math curriculums in hopes of choosing a rigorous math series to help advance student achievement.
- General curriculum is thoughtfully selected based upon a number of factors including rigor, complexity, content and standards-based alignment (CCSS/NGSS).
- Texts as well as supplemental materials are added to meet the needs of the student body that are horizontally and vertically aligned.
- Teachers make accommodations and tailor instruction to meet the diverse needs of English learners (i.e. provide visual aids, peer modeling, etc.).
- Classroom teachers work with bilingual and EL teachers in order to target language proficiencies.
- The bilingual after school program offers students additional support in the core subject areas.
- Classroom teachers collaborate closely with teachers of diverse learners by coteaching when possible and by collaborating when creating lessons.
- Teachers regularly check in with the DL support staff regarding student progress. DL students are integrated into the general education classrooms for specials classes such as art, music, dance and library science.
- Teachers use data to analyze student strengths and weaknesses. Teachers regularly assess student progress both informally and formally. They then create whole and small group lessons to target these areas to further advance student achievement and scaffold off of mastered skills.
- Teachers challenge advanced students by differentiating lessons and assignments. Teachers adjust curriculum for struggling students and tailor it to their individual needs.
- In addition to the standards-based curriculum, advanced students experience an accelerated curriculum with a focus on:
  - Creativity & Innovation
  - Critical Thinking
  - Global Awareness
  - Human Value Systems in Ethical Reasoning and Ethical Drifts
- Teachers use literature and multimedia approaches to encourage cultural connections for students and integrate diversity with the curriculum.
- Teachers plan lessons to address and engage auditory, visual and kinesthetic learners.
- Teachers regularly collaborate within and across grade levels to plan rigorous and ambitious instruction.
- Learning activities such as field trips, clubs, science and fairs provide students with additional learning experiences that extend and enrich the general curriculum.
- The Culture and Climate Committee is implemented school wide. Classrooms hold weekly meetings to address all concerns. Teachers utilize the Culture and Climate books and videos as well as teacher and parent input on the committee. Teachers make a point to add character-building activities into all subject areas and lessons.
- The Second Step Program is taught to support students in grades K-5 in social emotional needs. An application for adding our 6th to 8th graders has been submitted.
- The Naviance curriculum is offered in middle school and encourages self-discovery, career exploration, post secondary preparation, as well as addresses success, career, college, and course planning.

## Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.



## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">3a. Communicating with Students</a> <a href="#">3c. Engaging Students in Learning</a> <a href="#">1a. Demonstrating knowledge of content and pedagogy</a> <a href="#">1d. Designing Coherent Instruction</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> <li>✓ CPS Content Frameworks: <a href="#">Math</a>, <a href="#">Science</a>, <a href="#">Social Science</a>, and <a href="#">Literacy</a></li> <li>✓ <a href="#">CPS Literacy Scope and Sequence</a></li> <li>✓ <a href="#">CPS Math Scope and Sequence Guidance</a></li> <li>✓ <a href="#">Digital Citizenship Curriculum</a></li> <li>✓ <a href="#">K-12 Financial Literacy Guide</a></li> <li>✓ <a href="#">Personal Finance 3.0 Course</a></li> <li>✓ <a href="#">Physical Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Health Education Scope &amp; Sequence</a></li> <li>✓ <a href="#">Interdisciplinary African &amp; African American Studies Curriculum</a></li> <li>✓ <a href="#">Interdisciplinary Latino and Latin American Studies Curriculum</a></li> </ul>	

### Instructional Materials:

Score

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

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- Multi-faceted approach to teaching using a variety of instructional material including: textbooks, literature, Chromebooks, iPads, Promethean Boards, ClassFlow Flipcharts, educational videos, news articles and educational magazines.
- Hands-on manipulatives are readily available for all subject areas.
- Classrooms are supplied with supplemental materials for ELs, DLs and advanced students (ex: mini readers for each academic level, books and materials in students' native languages, audio books, posters as visual aids, etc.).
- Classrooms with multiple ELs receive additional support with extra push in periods from EL teachers.
- Teachers use Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), pacing guides as well as scope and sequence while planning lessons in order to meet grade level goals and objectives. This is kept track of in lesson plan books and by using curriculum mapping. They integrate additional objectives and supplement with outside materials based on the current needs of the curriculum and students.
- Teachers model the use of all instructional materials and align them with the modalities of the students in front of them. The materials address the cognitive, linguistic, social, emotional, auditory, visual and kinesthetic needs of all students.
- K-2 uses Fountas and Pinnell to track students' accuracy, fluency and comprehension skills in order to plan meaningful lessons and small group work.

## Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.

- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1.a. Demonstrating Knowledge of Content and Pedagogy</li> <li>1.b. Demonstrating Knowledge of Students</li> <li>1.c. Selecting Learning Objectives</li> <li>1.d. Designing Coherent Instruction</li> </ul>
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Universal Design for Learning Guidelines 2.0</a></li> <li>✓ <a href="#">UDL PD Modules</a></li> <li>✓ <a href="#">CPS Integrated Library System (S.O.A.R.)</a></li> </ul>

### Rigorous Student Tasks:

Score

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

1 2 3 4

- Teachers create assessments in the form of exit slips, conceptual tasks and student reflections.
- Teachers select rigorous assessments/ tasks such as MARS tasks, Formative Assessment Lessons (FALs), benchmark assessments, performance tasks, and those from the textbook series.
- Lesson plans include formative and summative assessments such as unit tests.
- Teacher use the results from exit tickets, surveys, pre-assessments, NWEA results/ learning continuum and instructional insight reports to drive differentiated instruction.
- Regularity is evidenced in an assessment calendar, which includes, but is not limited to, MAP and PARCC schedules, weekly reading assessments, Algebra Exit Exam, Parent Teacher Conferences and Performance Tasks.
- Evaluation of rigorous student tasks can be found in student portfolios, rubrics (both teacher and student generated) IMPACT, self-assessments, and Easy CBM.
- Families are kept informed of the depth and breadth of their student's achievement with the use of Progress Reports, Report Cards, portfolios, exit slips, and conferences. (Teachers use technology resources like Gradebook, email, REMIND, Google Classroom, Class Dojo, and the Beaubien Website)
- Teachers use the REACH framework to drive instruction and assess the value of student tasks, to differentiate instruction, and to determine appropriate scaffolds and spirals to provide effective continuity throughout the grades.
- Teachers use STEM, NGSS, the scientific method and inquiry based teaching to frame their instruction and challenge students at their individual levels.

## Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.

- **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/-walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
	<a href="#">1.d. Designing Coherent Instruction</a>
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">Teaching for Robust Understanding in Mathematics (TRU Math)</a>
✓	<a href="#">Math Practices: What to Look For Observation Tool</a>
✓	<a href="#">Checking In: Do Classroom Assignments Reflect Today's Higher Standards?</a>
✓	<a href="#">Student Work Protocol (SQGP)</a>
✓	<a href="#">Slice Protocol – Looking at Student Work</a>

## Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

## Score

1 2 3 4

- Biweekly guidance classes in grades 6-8:
- Includes a focus on college and career readiness including the high school application process.
- Aligns with the ASCA National Model for a Comprehensive School Counseling Program. Lessons focus on the three domains- Academic, Personal/Social and Careers.
- The Naviance curriculum encourages self-discovery, career exploration, high school and post secondary preparation, as well as addressing success, career, college, and course planning.
- The school counselor conducts EOY 7th grade parent conversations about the transition to high school and the CPS application process (Go CPS, HS Bound portals).
- Network 1 Joint High School Night where Beaubien serves as host (alternating with other neighboring schools) which extends to the larger community.
- Recruitment visits to Beaubien from area high schools as well as the Daniel Murphy Scholarship Fund, Jefferson Park Scholarship, Gladstone Park Scholarship, and the Chris Kotis Leadership Award.
- Students study Algebra and take the Algebra Exam to achieve advanced placement in high school.
- Students take interest inventories, build resumes and participate in mock interviews. Students also research occupations based on the inventory and participate in the Reality Fair.
- After school support is offered to support struggling 1st-8th graders in the core areas of reading and math.
- Differentiated curriculum offerings include Algebra I, II, Geometry, and higher-level math.
- Student choice, student self-assessment and student constructed rubrics are integral parts of the curriculum.
- Problem solving is infused in all areas of the curriculum.
- Diverse learners take a career/interest inventory and Life Skills Assessment.
- Diverse Learners, along with teachers, create a transition plan for their future that is incorporated in the Individualized Education Program (IEP).
- Students partake in academic and social clubs of their interest.
- High school students are welcome to return to fulfill service hours in our classrooms.
- Students participate in NGSYSTEM based science curriculum and critique/analyze science principles in real life phenomena.

## Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
      - Expand access beyond students who are struggling academically.
      - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
  - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
  - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
  - Start the conversation about college in primary grades.
  - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Antifair, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Create a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> <li>✓ <a href="#">Enriching College</a></li> <li>✓ <a href="#">CPS Advisory Framework</a></li> <li>✓ <a href="#">Preventing college plans from melting away</a></li> <li>✓ <a href="#">To &amp; Through Project</a></li> <li>✓ <a href="#">Redefining College &amp; Career Readiness</a></li> <li>✓ <a href="#">College Scorecard</a></li> </ul>	<ul style="list-style-type: none"> <li>✓ <a href="#">CPS College Persistence Toolkit</a></li> <li>✓ <a href="#">Meaningful Linkages Between Summer Programs, Schools, and Community</a></li> <li>✓ <a href="#">From HS to the Future (ICCB, 2006)</a></li> </ul>
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

**Instruction:****Score**

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

1 2 3 **4**

- Teachers are utilizing the Fountas and Pinnell BAS, to progress monitor student reading levels in K-2.
- Teachers involve students in development of rubrics and use those rubrics for student assessment.
- Teachers use surveys and other methods to gain knowledge of students to plan lessons that include students' interests, knowledge and experiences.
- Teachers provide students with choice and inquiry when planning and providing activities and assignments.
- Teachers scaffold and differentiate instruction to meet the needs of all students.
- Students complete work in small flexible groups, with partners, or independently depending on the goal of the lesson, resulting in students serving as resources for each other to achieve mastery of skills.
- Teachers model how to self-assess and peer assess, leading to students' reflecting and evaluating their own work and the work of their peers.
- Teachers implement interventions and provide enrichment when necessary.
- Teachers integrate the use of technology to differentiate and meet individual needs of students.
- Students identify and create successful criteria/rubrics for assignments/tasks.
- Teachers plan interdisciplinary units to coordinate standards, concepts, and skills providing authentic learning experiences for students.
- Teachers adapt to challenges/changes in schedules and technology.

**Guide for Instruction**

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

**Evidence, Measures, and Standards**

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRF Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>3a. Communicating with Students</li> <li>3b. Using Questioning and Discussion Techniques</li> <li>3c. Engaging Students in Learning</li> <li>3d. Using Assessment in Instruction</li> <li>3e. Demonstrating Flexibility and Responsiveness</li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Framework for Teaching with Critical Attributes
✓	CPS Framework for Teaching Professional Learning Modules
✓	CPS Framework for Teaching Professional Learning Opportunities
✓	Special Education Addendum
✓	English Language Learner Addendum

## Balanced Assessment & Grading:

Score

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

1 2 **3** 4

- Teachers use collaborative rubrics created with students to collect actionable data to assess students and drive further instruction.
- Teachers use pre- and post-assessments to determine student proficiency on standards, goals, concepts and skills in order to differentiate their instruction.
- Teachers work together to examine the depth and breadth of student learning by observing each other's practice with walkthroughs, mentoring programs, lesson specific team teaching opportunities, and the sharing and evaluating of materials and student work.
- Further examination and reflection continues in weekly team meetings, which include MTSS, DL, and EL staff.
- Students provide assessment input through discussions and participation in academic teams in both math and science.
- Teachers use ACCESS testing, diagnostic pre assessments, observations, Problems of the Month (POMs) and FALs, are examples of the tools our teachers use as actionable data that informs the planning and instruction of the school.
- Teachers reflect on ACCESS NWEA MAP and MPG assessments to gain a deeper understanding of their learners' goals as well as strengths, areas of need, and areas for growth.
- Teachers refer to the REACH framework for designing instruction, assessment and establishing a culture for and engaging students in learning. With a strong focus on questioning and discussion techniques, our teachers continuously strive to ensure students' career and college readiness.

## Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately

- determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">1c. Selecting Learning Objectives</a>
	<a href="#">1a. Designing Student Assessment</a>
	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
CPS Performance Standards for School Leaders	<a href="#">4b. Maintaining Accurate Records</a>
	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	<a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a>
✓	<a href="#">Assessment Design Toolkit</a>
✓	<a href="#">Teacher Made Assessment Basics</a>
✓	<a href="#">Grading principals and guidelines</a>
✓	<a href="#">Great Schools Partnership –Grading + Reporting</a>

### Multi-Tiered System of Supports:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

### Score

1 2 3 **4**



- Active MTSS (Multi-Tiered Support Services) Team including: Principal, MTSS Coordinator/RTI (Response to Intervention) Interventionist, Case Manager, School Counselor, Psychologist, Social Worker and ELPT/ EL Coordinator.
- Biweekly MTSS/BH (Behavioral Health) Team meetings with specified agenda lasting 1 to 2 hours.
- Google Drive Folders (MTSS-Academic & SEL) created with forms, checklists, usable sites, behavioral information, academics, etc. for all staff members.
- Developed and implemented two MTSS Referral Forms (academic & behavior) to be completed for RTI Interventionist and School Counselor to support Tier 2 and 3 students.
- Developed Academic and SEL Entry and Exit Criteria for Tier 2 and Tier 3.
- RTI Interventionist has scheduled times to meet in small groups or individually with Tier 2 and Tier 3 students in K-8 to provide evidence-based academic interventions in reading. Math interventions are also provided for 6-8th grade students.
- School Counselor meets with students (Grades K-8) for social/emotional support in small groups designed around students' specific SEL needs:
- Tier 1: General Education Teachers provide core instruction including differentiation to meet specific needs of individual students and small groups; as well as parent communication (written, phone, email).
- Tier 2: RTI Interventionist provides: research based targeted academic interventions in areas of need outside of core instruction with small groups (3-7 students), 3 times per week for 30-40 minute sessions.
- Tier 3: RTI Interventionist provides: increased intensive research based academic interventions in an individual or smaller group (1-3 students), 2-3x per week for a longer duration of time (45-50 minutes per session).
- RTI Interventionist provides academic interventions during the school day for grades K-5 in reading and as well as during the After School program for grades 6-8 in reading and math.
- After School Program and Homework Club for students referred by general education teachers.
- MTSS Logging Tool updated 2-4 times per year to include intervention data and goals for Tier 2 & Tier 3 RTI students.
- MTSS/RTI reference library purchased for use by all teachers & staff.
- Social-Emotional Learning (SEL) supports provided including:
- MTSS Logging Tool-Strengths and Difficulties Questionnaire (SDQ) is used for SEL assessment and referral process for Tier II and III supports.
- Network 1 Comprehensive Referral Resource List posted and shared with Beaubien staff, parent and stakeholders.
- Tier I- SEL consultation and support school wide.
- Tier I- SEL curriculum binder and curriculum shared with grade level team lead.
- Tier I- SEL Library established in the Beaubien School Library and School Counseling office.
- Tier I- Lunch & Learn, Lunch Bunch small group opportunities. Focus includes skill building (problem-solving, conflict resolution, social inclusion, rapport building).
- Tier II- SEL Small Groups offered by the School Counseling department geared towards providing student support. Topics include: Friendship, HUGS (Grief, Loss, Major Transition), S.S. Grin (Social Skills), STARS (Shy and Withdrawn), Stress Management, and Academic Solutions.
- Tier III- SEL Behavior Planning, Re-entry meetings, Crisis Intervention, Check-Ins, Short term solution focused 1:1 counseling. Support can vary from serving as an interim support while bridging an outside referral, short-term solution focused work to address non-therapeutic concerns impacting academic, or personal social, aid during critical crisis situations, interim support before qualifying for a 504/IEP or due to persistent behaviors impacting academic or personal social success and development at school.

## Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.



- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
	✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
CPS Performance Standards for School Leaders	<a href="#">4b. Maintaining Accurate Records</a>
	B3. MTSS Implemented Effectively in School

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

### Score

1 2 3 **4**

- All staff members greet students every morning and throughout the day to promote a positive attitude and healthy school environment.
- Each class has a student generated set of classroom rules and expectations posted which are referred to on a daily basis.
- Teachers state learning objectives at the start of each lesson.
- Teachers strive to communicate the importance of the learning objectives and requisite skills to their students.
- Teachers use best practices when designing their lessons.
- Learning objectives are tied to larger goals.
- Teachers stress the value of concepts being taught as well as their relevance in everyday life and the consequences of “slacking off.”
- Throughout daily lessons, teachers explain, model, provide examples, and offer help.
- Throughout each lesson, teachers continuously promote the importance of question and answer time. Teachers build upon questions to clarify the value of the lesson.
- Teachers hold high expectations for all students using, at a minimum, grade-appropriate standards for students.
- Teachers recognize that when expectations for learning are high, students rise to meet the challenges.
- Teachers create an environment where mistakes are accepted and openly discussed to ensure everyone learns from them.
- Teachers push students to achieve challenging goals.
- Teachers continuously promote positive reinforcement.
- Quarterly Honor Roll designation for students in grades 3-8 who meet high rigorous expectations.
- The ILT spearheaded a movement to create “How To Do My Best” templates in conjunction with teachers at all grade levels after analyzing 5 Essential Survey data.
- Teachers, students and families consistently refer to the “How To Do My Best” templates throughout the school year.

## Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, “Good job, that must have taken a lot of effort” instead of, “Good job. You must be really smart.”

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers
Evidence	✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction
	✓ S/QEP Attainment and Growth
Five Essentials	Ambitious Instruction
	Collaborative Teachers
	Supportive Environment
<a href="#">MTSS Framework Curriculum &amp; Instruction</a>	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a>	
✓ <a href="#">Framework for Teaching Companion Guide p. 50</a>	
✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a>	
✓ <a href="#">ASCA Mindsets &amp; Behaviors</a>	

## Relational Trust:

Score

1 2 **3** 4

The school is characterized by high levels of relational trust between all school participants - the “glue” or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

- Teachers conduct “Ice Breakers” to kick off the school year and get to know their students and interests.
- Interest inventories are administered and are positive tools for gaining information about individual learning styles.
- Teachers and staff communicate across grade levels and from year to year to gather information on individual students.
- Teachers give up-to-date information about DLs, EL students, and students with IEPs and 504 plans to best accommodate them in their classroom settings.
- School counselor administers a “School Belonging” survey to students in 5th-8th grade to better understand the needs of students based on identity (gender, race, ethnicity, religion, class, political perspective, role, language, etc.) and determine whether students feel safe and have a sense of belonging at Beaubien based on how they identify.
- With support from Administration, school counselor implemented “Starting with Hello” week to discuss a social-emotional learning initiative which helps to spotlight the importance of reducing social isolation and improving social inclusion in school communities.
- School counselor hosts student office hours. Hours posted outside the school counseling office on viewable calendar.
- Lunch & Learn and Lunch Bunch opportunities are used to help establish rapport and increase student connection to peers and school.
- Middle school staff become allies and are trained in Creating Safe Schools for LGBTQ and All Students.
- Teachers plan lessons in which students create questions that drive the discovery process.
- Teachers plan differentiated instruction to meet the individual needs of each student.
- Teachers use a variety of recent assessment data to plan units/lessons.
- Through their interactions, teachers convey that they are interested in and care about their students.
- Teachers establish positive interactions among staff, students, and families to create a productive and supportive classroom and school community.
- Teachers create a positive classroom climate by establishing and teaching expectations for students’ interactions with each other, and by reinforcing respectful interactions among students.
- Weekly Olweus classroom meetings are an avenue for the modeling, reinforcement and practice of respectful relationships.
- Teachers promote an appreciation for student individuality and accept one another’s diversity.
- Staff engage in social interactions with students and their families during after school hours to support the feeling of community:
- PTO sponsored events including the Back To School Picnic, Trunk or Treat, dine outs, sports outings, and fundraising events
- Dances
- B Show (school variety show)

## Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>1b. Demonstrating Knowledge of Students</li> <li>2a. Creating an Environment of Respect and Rapport</li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>
Now WHAT? Materials to Support Improvement Planning	
✓	<a href="#">Social Emotional Learning Supports (cps.edu/sel)</a>
✓	<a href="#">Trust in Schools: A Core Resource for School Reform (ASCD)</a>
✓	<a href="#">Creating a School Community (ASCD)</a>

## Student Voice, Engagement, & Civic Life:

Score

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

1 2 3 4

- Robust and rigorous curricular offerings to ensure depth and breadth of knowledge including accelerated coursework in the Options Program as well as Algebra for accomplished math students.
- Yearly interest surveys are given to students to gather information about individual students as well as learning styles.
- 98% of all eligible students complete the My Voice, My School (MVMS) Survey to express their thoughts regarding the school environment.
- The school hosts an annual Back to School Picnic where families and staff meet to establish a community rapport at the start of the school year.
- Student Council plans activities to build community connections and student pride.
- Olweus Program teaches students to identify bullying and learn anti-bullying strategies.
- SEL curriculum Second Step was implemented for K-5th during the 17/18 SY with plans to include 6-8th in SY 18/19.
- Students participate in wellness activities such as Field Day and the Walk-A-Thon.
- State Pre-K program provides academic and life skills necessary for academic success.
- Students can participate in extracurricular clubs/activities that address the whole child including:
  - Clubs: Chorus, Dance, Yearbook, Robotics, Inventors, Math, Battle of the Books, Games and Garden Club
  - After School Homework Club and Academic Support including: band, chorus, intramural basketball and volleyball, drama/performing arts, chess, Girls on the Run, gardening, tutoring, middle school dances, B-Show and Right at School.

## Guide for Student Voice, Engagement, & Civic Life

### Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
  - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
  - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
  - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
  - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
  - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
  - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
  - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
  - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
  - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
  - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
  - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
  - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
  - Authentically **interact with civics leaders**
  - Students learn about community, city, state, and national civic leaders and their roles in civil society.
  - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
  - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

- **Take informed action** where they work together to propose and advocate for solutions.
  - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
  - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
  - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
  - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
  - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
  - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>• IVCNS Student Survey completion rates and results</li> <li>• Artifacts from student-run organizations and events (including SVCs)</li> <li>• Meeting minutes/agendas that include student participation</li> <li>• Policies regarding student engagement in decision making</li> <li>• Service learning reports and/or reflections of SL projects</li> <li>• Unit and curriculum maps, rubrics, assessment artifacts</li> <li>• Evidence of student work</li> <li>• Democracy School recognition</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

## Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

## Score

1 2 3 4

- Olweus Bullying Prevention Program implemented across all grade levels.
- Second Step social-emotional curriculum implemented in grades PreK-5.
- Beaubien Culture & Climate Committee meets regularly to discuss Olweus and Second Step implementation and institutionalization along with the culture and climate of Beaubien.
- RESPECT school rules established by the Culture & Climate Committee. RESPECT shared with parents, students and staff.
- Olweus and/or Second Step classroom conversations take place in every classroom on a weekly basis.
- Students have the ability to communicate with staff to report any incidences or concerns through "Safety Boxes" located in each classroom.
- Safety drills practiced and reviewed regularly.
- Safety Committee meets to review and update emergency and safety procedures.
- Whole staff safety procedures are reviewed and discussed during professional development.
- Clear arrival and dismissal procedures shared with students and staff.
- Clear lunch and recess procedure shared with students and staff.
- Clear discipline referral process established.
- Middle school staff become allies and are trained in Creating Safe Schools for LGBTQ and all students.
- Safety plans created for students presenting with challenging behaviors demonstrating potential for harm to self or others.
- Crisis protocol implemented during times when student behavior critically impacts his/her own safety the safety of others. Clinical team performs assessment of student(s) and referrals are made to include appropriate support: CPS Crisis Management Team, SASS, CPD CIT officers, emergency fire and ambulance supports.

## Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.

- Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety"
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
Measures	✓ School Climate Standards Rubric/Assessment
	✓ Five Essentials – Supportive Environment score
Five Essentials	✓ My Voice, My School Survey "Safety" score
	Supportive Environment
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a>
	<a href="#">2c. Managing Classroom Procedures</a>
	<a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a>	

### Restorative Approaches to Discipline:

Score

1 2 **3** 4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

- Reflective and restorative practices used school wide through Positive Behavior Interventions and Supports Reflection Guides.
- Continuation of Culture & Climate Committee to oversee Second Step and Olweus implementation as well as to address all needs identified to make Beaubien a safe environment.
- Olweus Bullying Prevention Program continued across all grade levels.
- Second Step SEL Curriculum implemented PreK-5.
- Second Step and/or Olweus Program classroom conversations take place in every classroom on a weekly basis.
- Classroom rules and expectations created collaboratively by teachers and students.
- Anti-bullying rules displayed in each classroom and in all common areas.
- School wide training for all staff members on the Second Step Program and the Olweus Bullying Prevention Program including on the spot interventions and restorative procedures.
- Beaubien Conduct Folder (google drive) shared with all staff and reviewed during Professional Development sessions/ training.
- School counselor meets with groups of students identified by staff for the purpose of having a restorative conversation(s).
- School counselor meets with students on an as needed basis for intervention such as conflict resolution, setting behavior goals, developing strategies for self-regulation, and short-term solution focused counseling.
- MTSS team in place for behavior referrals.
- Teacher, student, parent/guardian, and administrator conferences held to discuss cause of behavior and prevent recurrence.
- Olweus Committee redefined as Culture & Climate Committee; developed to oversee the culture and climate of the school.
- RESPECT program rules developed and reinforced by faculty and staff and posters hung throughout the building.
- Northside BHT Cohort Workshops: This series of 5 workshops attended by Principal, School Counselor, Case Manager, and MTSS Coordinator to further define roles and responsibilities of BHT (Behavioral Health Team).
- Re-entry meetings held for students on ISS/OSS- in/out of school suspensions. Meetings allow the student the opportunity to have a fresh start, support student accountability, encourage student/staff collaboration and include a plan for rebuilding trust, amending harm caused to peers, staff and community relationships.

## Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.

- Explicitly teach expected behavior and positively reinforce consistently school-wide.
- Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
	2a. Creating an Environment of Respect and Rapport
CPS Framework for Teaching	2d. Managing Student Behavior
	4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

## Parent and Family Partnership:

Score

1 2 3 4

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.



- Parents are encouraged to stay in constant contact with teachers regarding student performance through the Parent Portal, Report Card Pick Up, the use of the Planner and Communicator, class webpages, class newsletters, Remind App, and Open House.
- Anchor resources are shared with families to provide ongoing information regarding CPS as well as school-specific information including Parent-Student Handbook, Doing My Best templates, school website, Twitter and PTO Facebook page.
- Parents, 4th-8th grade students and staff participate in the My Voice, My School Survey to give feedback about the current school environment.
- Open House presentations inform parents of grade level standards and expectations as well as grading policies to provide a clear understanding of expectations and the promotion policy.
- Parent Teacher Organization (PTO) is comprised of forward-thinking, proactive members who assist the school in meeting current programming needs as well as funding additional materials and resources to enrich and extend the curriculum.
- Multiple fundraisers are conducted to reach all members of the Beaubien community and raise much needed funds including, monthly dine-out events, spirit days, Read-A-Thon, Walk-a-Thon, and our Spring Fling & Auction.
- Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community such as class projects, Chicago Fair, Science Fair, Literacy Kit Displays, field trips, Back To School Picnic, Girls On The Run, Boo-bien Bash, dance/music assemblies and the B-Show (talent show).
- Culture and Climate Committee partners administration, staff, students and parents in developing, implementing and sustaining an anti-bullying atmosphere.
- Diverse learner parent workshops provided by Beaubien as well as CPS.
- Establish connections with outside, community-based organizations to support families in need.
- Information provided regarding outside workshops that may be of interest to families on various topics especially those of diverse learners.
- Baubien community partners with teachers to provide an interactive Reality Fair for our 7th and 8th grade students to experience "life" events and decision-making.
- Active Bilingual Advisory Council (BAC) that connects parents and staff to discuss issues relating to ELs in meetings open to the community.
- BAC provides parent workshops at Beaubien at least four times per year and encourages parents to participate in citywide bi-monthly workshops offered by the Department of Language and Culture as well as the yearly Summit for Bilingual Parents.
- Baubien has purchased and makes available the Sed de Saber Program to help Spanish-speaking parents learn English.
- The BAC provides a report to the LSC during their monthly meetings.

## Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
  - Assist parents to volunteer in the school and/or participate on teams/committees.
  - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
  - Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

## Evidence, Measures, and Standards



EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
Measures	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engage Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	<a href="#">Parent Support Centers</a>
✓	<a href="#">Parent University</a>
✓	<a href="#">Parent Portal</a>

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus Ø= Not of focus					
3	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	Ø
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	Ø
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	Ø
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	Ø
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	Ø
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	Ø
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	Ø
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	Ø
4	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	Ø
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1	2	3	4	5	Ø
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	Ø
4	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	Ø
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	Ø
4	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	Ø
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	Ø
4	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	Ø

## Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
<b>National School Growth Percentile - Reading</b>					
Network Data Strategist Suggestion	81.00	70.00	94.00	80.00	84.00
<b>National School Growth Percentile - Math</b>					
Network Data Strategist Suggestion	77.00	69.00	85.00	80.00	84.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>					
Network Data Strategist Suggestion	66.60	63.10	60.00	70.00	74.00
<b>African-American Growth Percentile - Reading</b>					
Network Data Strategist Suggestion	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Reading</b>					
Network Data Strategist Suggestion	71.00	66.00	84.00	80.00	84.00
<b>English Learner Growth Percentile - Reading</b>					
Network Data Strategist Suggestion	94.00	(Blank)	0.00	0.00	0.00
<b>Diverse Learner Growth Percentile - Reading</b>					
Network Data Strategist Suggestion	70.00	86.00	50.00	86.00	88.00
<b>African-American Growth Percentile - Math</b>					
Network Data Strategist Suggestion	(Blank)	(Blank)	0.00	0.00	0.00
<b>Hispanic Growth Percentile - Math</b>					
Network Data Strategist Suggestion	69.00	43.00	80.00	80.00	84.00
<b>English Learner Growth Percentile - Math</b>					
Network Data Strategist Suggestion	40.00	(Blank)	0.00	80.00	84.00
<b>Diverse Learner Growth Percentile - Math</b>					
Network Data Strategist Suggestion	72.00	12.00	50.00	72.00	74.00
<b>National School Attainment Percentile - Reading (Grades 3-8)</b>					
Network Data Strategist Suggestion	97.00	97.00	99.00	99.00	99.00
<b>National School Attainment Percentile - Math (Grades 3-8)</b>					

Network Data Strategist Suggestion	96.00	95.00	99.00	99.00	99.00
<b>National School Attainment Percentile - Reading (Grade 2)</b>					
Network Data Strategist Suggestion	96.00	98.00	99.00	99.00	99.00
<b>National School Attainment Percentile - Math (Grade 2)</b>					
Network Data Strategist Suggestion	98.00	97.00	99.00	99.00	99.00
<b>% of Students Making Sufficient Annual Progress on ACCESS</b>					
Network Data Strategist Suggestion	46.20	(Blank)	65.00	65.00	65.00
<b>Average Daily Attendance Rate</b>					
Network Data Strategist Suggestion	95.70	95.50	96.20	96.00	97.00
<b>My Voice, My School 5 Essentials Survey</b>					
Well Organized	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics

0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQR Goal	2018-2019 SQR Goal	2019-2020 SQR Goal
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## Strategies

### Strategy 1

If we do...

continue to provide a differentiated, rigorous, standards-based curriculum in core subject-areas

...then we see...

effective instruction that will actively engage students.

...which leads to...

effective use of formative and diagnostic assessments leading to maximum growth and achievement on summative assessments. Such as NWEA.

Tags:

Curriculum, Academics, Growth mindset, Differentiation, Engagement

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

Professional development focused on math instruction for K-8 staff.

Administration

Aug 27, 2018 to  
Jun 26, 2020

Not started

### Math, Professional development

Allocate funds to purchase a math curriculum for grades K-5 and supplemental math materials for grades K-8.

Administration

Jul 1, 2018 to  
Jun 26, 2020

Not started

### Funding, Math curriculum, Supplemental materials

Continue to fund afterschool tutoring and homework club for teacher-identified students in need of additional support including DL and EL students.

Administration,  
teaching staff

Aug 27, 2018 to  
Jun 26, 2020

Not started

### Diverse Learners, English Learners, Funding, After school

Examine NWEA results (BOY, MOY, EOY) using the Instructional Insights Report Analysis.	Teaching staff	Sep 4, 2018 to Jun 26, 2020	Not started
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#### Nwea, Data analysis

Fund a MTSS Interventionist to facilitate Tier II and Tier III students in ELA and math. Teachers will use the current referral process to identify students for inclusion.	Administration, teachers, MTSS Interventionist	Jul 1, 2018 to Jun 26, 2020	Not started
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#### MTSS, Math, Ela, Tier 2 & 3, Referral

Increase inclusive practices for DL and EL populations through scheduling and integration into the general education setting.	Administration, Case Manager, DL staff, EL staff	Aug 1, 2018 to Jun 26, 2020	Not started
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#### Diverse Learners, English Learners, Scheduling, Inclusion

Establish schoolwide norms for grading practices, categories, etc. in Gradebook/Aspen.	Administration, PPLC, teachers	Sep 3, 2018 to Jun 26, 2020	Not started
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#### Gradebook, Grading practices, Aspen

Conduct team conversations on student work and skill building to create a clear definition of rigor, cognitive demand, equity of voice, growth mindset and critical thinking.	Administration, teachers	Aug 27, 2018 to Jun 26, 2020	On-Track
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#### Growth mindset, Rigor, Critical thinking, Team work

Through the use of the "How To Do My Best In ___ Grade" templates, students will have a visual reference outlining strategies, equity of voice and supports available to support the learning environment.	Administration, ILT, teachers	Aug 27, 2018 to Jun 26, 2020	Not started
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#### Supports, 5 essentials

Continue to support vertical content committees to ensure an aligned curriculum and provide support to colleagues.	Administration, Curriculum Committees	Aug 27, 2018 to Jun 26, 2020	Not started
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#### Curriculum, Vertical alignment, Team

#### Strategy 2

If we do...

continue to grow our professional learning communities

...then we see...

an atmosphere where professional development, best practices and leadership are valued

...which leads to...

empowered teachers implementing best practices in all aspects of instruction which results in growth on all assessments such as the collaborative practice on the 5essentials.

Tags:

Area(s) of focus:  
3

Action step

Establish partnerships between teachers to provide a collaborative and trusting network of support.

Responsible

Administration, teachers

Timeframe

Aug 27, 2018 to Jun 26, 2020

Status

Not started

#### Partnerships, Collaboration, Support system

Develop differentiated learning opportunities for staff to pursue self-directed content based on current literature (book clubs).	Administration, Teachers	Aug 27, 2018 to Jun 26, 2020	Not started
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#### Professional development, Best practice

The PPLC will administer a needs assessment to establish meaningful professional development.	PPLC, staff	Aug 27, 2018 to Oct 1, 2020	Not started
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#### Professional development, Pplc

Continue to support teachers in their understanding of NWEA data and its usefulness for daily instruction.	Administration, teachers	Aug 27, 2018 to Jun 26, 2020	Not started
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#### Instruction, Nwea, Data analysis, Support system

Provide opportunities for teachers to observe peers, give feedback, and build teacher capacity.	Administration, teachers	Oct 1, 2018 to Jun 19, 2020	Not started
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#### Teacher capacity, Peer observation, Teacher feedback

Ensure common planning time for grade level teams and support personnel.	Scheduler	Aug 1, 2018 to Jun 26, 2020	Behind
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#### Teacher Teams/Collaboration, Instructional planning

### Strategy 3

If we do...

Continue to implement weekly Olweus classes coupled with clear, school-wide behavioral expectations, discipline policies and restorative practice protocols

...then we see...

Students who are able to identify, manage and calmly control their own emotions and resulting behaviors as well as engage in peaceful interactions with peers

...which leads to...

Decreased behavioral referrals, detentions and suspensions as shown by Verify data. Increase in student to student trust in our 5essentials.

Tags:

Attendance, SEL, Restorative approaches, Restorative practices

Area(s) of focus:

3

Action step

Assess current SEL concerns through a needs assessment.

Responsible

Culture and Climate team

Timeframe

Aug 27, 2018 to Jun 26, 2020

Status

Not started

#### SEL

Training and implementation on Restorative Practices	Administration and Culture and Climate team	Aug 27, 2018 to Jun 26, 2020	Not started
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#### SEL

Training and implementation of Second Step for grades 6-8.	Administration and Culture and Climate team.	Aug 27, 2018 to Jun 26, 2020	Not started
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#### SEL

Review Tier 2 & 3 referral and exit procedures for SEL MTSS.	MTSS/BHT teamm	Aug 27, 2018 to Jun 26, 2020	Not started
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#### SEL

Develop a school wide Google Sheets document to track all students in Tier 2 and 3 for academic and SEL MTSS	MTSS Interventionist, BHT, teachers	Aug 27, 2018 to Jun 26, 2020	Not started
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#### MTSS, SEL, Tier 2 & 3

Culture & Climate Committee continues to meet regularly and addresses school-wide needs to support the whole child.	Culture & Climate Committee	Aug 27, 2018 to Jun 26, 2020	Not started
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#### Culture and climate, Whole child

Take advantage of district level trainings focused on restorative practices by sending members of the Culture and Climate team as well as the MTSS team to trainings.	Culture & Climate Team, MTSS Team, Teachers	Jul 1, 2018 to Jun 26, 2020	Not started
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#### MTSS, Training, Culture and climate

Increase parental involvement in partnerships. Leverage school community events.	Administration, teachers, staff, families	Aug 27, 2018 to Jun 26, 2020	Not started
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#### Parental involvement, Community

Develop a plan for allowing children who need a break from the learning environment due to social emotional learning needs to have a designated safe and calm place/person.	Administration, BHT	Aug 27, 2018 to Jun 26, 2020	Not started
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#### Behavior and Safety, SEL

Provide ongoing training for teachers on how to deal with and react to students' behavior concerns.	Administration, BHT, staff	Aug 27, 2018 to Jun 26, 2020	Not started
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#### Behavior supports, Training

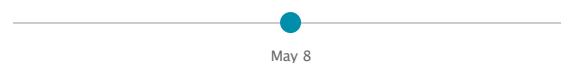
### Action Plan

#### Strategy 1

NOT STARTED	Professional development focused on math instruction for K-8 staff."
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Aug 27, 2018 to Jun 26, 2020 - Administration

#### Status history

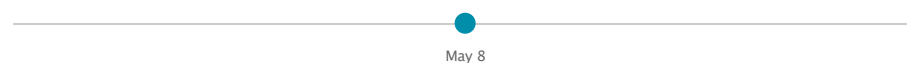


NOT STARTED	May 08, 2018 <b>Evidence</b> Professional development, Agendas
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NOT STARTED	Allocate funds to purchase a math curriculum for grades K-5 and supplemental math materials for grades K-8."
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Jul 01, 2018 to Jun 26, 2020 - Administration

#### Status history



NOT STARTED

May 08, 2018  
**Evidence**  
Budget

NOT STARTED

Continue to fund afterschool tutoring and homework club for teacher-identified students in need of additional support including DL and EL students."

Aug 27, 2018 to Jun 26, 2020 - Administration, teaching staff

## Status history

May 8

NOT STARTED

May 08, 2018  
**Evidence**  
Budget, attendance sheets

NOT STARTED

Examine NWEA results (BOY, MOY, EOY) using the Instructional Insights Report Analysis."

Sep 04, 2018 to Jun 26, 2020 - Teaching staff

## Status history

May 8

NOT STARTED

May 08, 2018  
**Evidence**  
BOY, MOY and EOY Instructional Insights Reports per classroom

NOT STARTED

Fund a MTSS Interventionist to facilitate Tier II and Tier III students in ELA and math. Teachers will use the current referral process to identify students for inclusion."

Jul 01, 2018 to Jun 26, 2020 - Administration, teachers, MTSS Interventionist

## Status history

May 8

NOT STARTED

May 08, 2018  
**Evidence**  
MTSS Record Keeping (Referral, ongoing data collection, etc.)

NOT STARTED

Increase inclusive practices for DL and EL populations through scheduling and integration into the general education setting."

Aug 01, 2018 to Jun 26, 2020 - Administration, Case Manager, DL staff, EL staff

## Status history

May 8

NOT STARTED

May 08, 2018  
**Evidence**  
Master Schedule, Student Schedules

NOT STARTED

Establish schoolwide norms for grading practices, categories, etc. in Gradebook/Aspen."

Sep 03, 2018 to Jun 26, 2020 - Administration, PPLC, teachers

## Status history

May 8

NOT STARTED

May 08, 2018

**Evidence**

Agendas, Minutes, Gradebook/Aspen entries

ON-TRACK

Conduct team conversations on student work and skill building to create a clear definition of rigor, cognitive demand, equity of voice, growth mindset and critical thinking."

Aug 27, 2018 to Jun 26, 2020 - Administration, teachers

## Status history

May 8

ON-TRACK

May 08, 2018

**Evidence**

Team Meeting Logs

NOT STARTED

Through the use of the "How To Do My Best In \_\_\_ Grade" templates, students will have a visual reference outlining strategies, equity of voice and supports available to support the learning environment."

Aug 27, 2018 to Jun 26, 2020 - Administration, ILT, teachers

## Status history

May 8

NOT STARTED

May 08, 2018

**Evidence**

ILT minutes, Template

NOT STARTED

Continue to support vertical content committees to ensure an aligned curriculum and provide support to colleagues."

Aug 27, 2018 to Jun 26, 2020 - Administration, Curriculum Committees

## Status history

May 8

NOT STARTED

May 08, 2018

**Evidence**

Agendas

### Strategy 2

NOT STARTED

Establish partnerships between teachers to provide a collaborative and trusting network of support."

Aug 27, 2018 to Jun 26, 2020 - Administration, teachers

## Status history

May 8

NOT STARTED

May 08, 2018

**Evidence**

Team meeting agendas/minutes

NOT STARTED

Develop differentiated learning opportunities for staff to pursue self-directed content based on current literature (book clubs)."

Aug 27, 2018 to Jun 26, 2020 - Administration, Teachers

## Status history



May 8

NOT STARTED

May 08, 2018

**Evidence**

Professional book purchases, book club meetings/summaries

NOT STARTED

The PPLC will administer a needs assessment to establish meaningful professional development."

Aug 27, 2018 to Oct 01, 2020 - PPLC, staff

## Status history

May 8

NOT STARTED

May 08, 2018

**Evidence**

Survey, survey results

NOT STARTED

Continue to support teachers in their understanding of NWEA data and its usefulness for daily instruction."

Aug 27, 2018 to Jun 26, 2020 - Administration, teachers

## Status history

May 8

NOT STARTED

May 08, 2018

**Evidence**

Professional development, BOY, MOY and EOY Instructional Insight Reports

NOT STARTED

Provide opportunities for teachers to observe peers, give feedback, and build teacher capacity."

Oct 01, 2018 to Jun 19, 2020 - Administration, teachers

## Status history

May 8

NOT STARTED

May 08, 2018

**Evidence**

Observation notes, peer conferences

BEHIND

Ensure common planning time for grade level teams and support personnel."

Aug 01, 2018 to Jun 26, 2020 - Scheduler

## Status history

May 8

BEHIND

May 08, 2018

**Problem**

Master Calendar

**Root Cause**

**Next steps**

### Strategy 3

NOT STARTED

Assess current SEL concerns through a needs assessment."

Aug 27, 2018 to Jun 26, 2020 - Culture and Climate team

## Status history



NOT STARTED May 08, 2018  
**Evidence**  
Google Survey

NOT STARTED Training and implementation on Restorative Practices"  
Aug 27, 2018 to Jun 26, 2020 - Administration and Culture and Climate team

## Status history



NOT STARTED May 08, 2018  
**Evidence**  
PD agendas, observations

NOT STARTED Training and implementation of Second Step for grades 6-8."  
Aug 27, 2018 to Jun 26, 2020 - Administration and Culture and Climate team.

## Status history



NOT STARTED May 08, 2018  
**Evidence**  
PD agendas, observation

NOT STARTED Review Tier 2 & 3 referral and exit procedures for SEL MTSS."  
Aug 27, 2018 to Jun 26, 2020 - MTSS/BHT team

## Status history



NOT STARTED May 08, 2018  
**Evidence**  
MTSS Agenda and minutes, PD agenda

NOT STARTED Develop a school wide Google Sheets document to track all students in Tier 2 and 3 for academic and SEL MTSS"  
Aug 27, 2018 to Jun 26, 2020 - MTSS Interventionist, BHT, teachers

## Status history



NOT STARTED May 08, 2018  
**Evidence**  
Google sheets document

NOT STARTED Culture & Climate Committee continues to meet regularly and addresses school-wide needs to support the whole child."  
Aug 27, 2018 to Jun 26, 2020 - Culture & Climate Committee

## Status history



NOT STARTED

May 08, 2018

**Evidence**

Agendas, Minutes

NOT STARTED

Take advantage of district level trainings focused on restorative practices by sending members of the Culture and Climate team as well as the MTSS team to trainings."

Jul 01, 2018 to Jun 26, 2020 - Culture & Climate Team, MTSS Team, Teachers

## Status history

May 8

NOT STARTED

May 08, 2018

**Evidence**

Meeting attendance

NOT STARTED

Increase parental involvement in partnerships. Leverage school community events."

Aug 27, 2018 to Jun 26, 2020 - Administration, teachers, staff, families

## Status history

May 8

NOT STARTED

May 08, 2018

**Evidence**

Increased attendance at school-community events, increased volunteers and partnerships

NOT STARTED

Develop a plan for allowing children who need a break from the learning environment due to social emotional learning needs to have a designated safe and calm place/person."

Aug 27, 2018 to Jun 26, 2020 - Administration, BHT

## Status history

May 8

NOT STARTED

May 08, 2018

**Evidence**

BHT Minutes

NOT STARTED

Provide ongoing training for teachers on how to deal with and react to students' behavior concerns."

Aug 27, 2018 to Jun 26, 2020 - Administration, BHT, staff

## Status history

May 8

NOT STARTED

May 08, 2018

**Evidence**

Second Step lessons/Olweus

Fund Compliance

## Supplemental General State Aid(SGSA)

☒ My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

## ESSA Program

### ☐ ESSA Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

☐ ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

☐ Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

☒ I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

### Parent and Family Plan

#### Parent and Family Engagement Policy

Complete

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

DNA

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

DNA

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

DNA

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

DNA

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

DNA

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic

achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

DNA

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

DNA

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

DNA

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

DNA

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

DNA

#### Policy Implementation Activities

☐ The LSC will approve the school improvement plan and monitor the CIWP.

☐

In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

☐

The school will coordinate the parent and family engagement programs identified in the CIWP.

☐

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

DNA

#### School-Parent Compact

Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

DNA

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

DNA

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

DNA

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

DNA

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

DNA

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

DNA

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

DNA

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

DNA

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

DNA

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	<div>\$</div> <div>Amount</div> <div>.00</div>
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	<div>\$</div> <div>Amount</div> <div>.00</div>
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	<div>\$</div> <div>Amount</div> <div>.00</div>
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	<div>\$</div> <div>Amount</div> <div>.00</div>
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	<div>\$</div> <div>Amount</div> <div>.00</div>
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	<div>\$</div> <div>Amount</div> <div>.00</div>

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<p>54565</p>**Reimbursements**

Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

\$	Amount	.00
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<p>53510</p>**Postage**

Must be used for parent and family engagement programs only.

\$	Amount	.00
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53306

**Software**

Must be educational and for parent use only.

\$	Amount	.00
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55005

**Furniture and Equipment**

Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	Amount	.00
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